FACT–FILE

Characteristics and Attitudes

A 10-year comparison based on data gathered in

Student Goals

	Women		Men	
	1969	1979	1969	1979
Reasons reported as very important in deciding to go to college				
Parents wanted me to go	—	31.3%	—	28.0%
Could not find a job	—	5.6%	—	4.6%
Get away from home	—	8.1%	—	7.4%
Get a better job	—	78.0%	—	77.5%
Gain general education	—	74.5%	—	62.1%
Improve reading, study skills	—	41.7%	—	36.3%
Nothing better to do	—	1.9%	—	2.1%
Become more cultured	—	39.0%	—	28.5%
Make more money	—	59.2%	—	68.9%
Learn more about things	—	78.4%	—	68.8%
Meet new, interesting people	—	63.8%	—	48.4%
Prepare for graduate school	—	45.9%	—	44.8%
Reasons noted as very important in selecting this college				
Relatives' wishes	—	6.7%	—	5.1%
Teacher's advice	—	4.0%	—	4.0%
Good academic reputation	—	52.8%	—	45.3%
Financial aid offered	—	16.7%	—	15.1%
Not accepted anywhere else	—	2.5%	—	3.4%
Advice of former student	—	15.7%	—	13.1%
Special education programs	—	30.8%	—	21.7%
Low tuition	—	17.2%	—	16.0%
Guidance counselor's advice	—	7.7%	—	7.3%
Wanted to live at home	—	11.8%	—	10.2%
Friend's suggestion	—	7.5%	—	6.4%
College recruiter	—	3.8%	—	5.6%
Number of other colleges applied to for admission this year:				
None	52.6%	40.5%	50.3%	38.5%
One	20.7%	18.8%	19.4%	16.5%
Two	13.6%	17.0%	14.1%	16.5%
Three	7.4%	12.1%	8.3%	14.0%
Four	3.3%	5.5%	4.2%	6.6%
Five	1.5%	3.2%	2.1%	4.0%
Six or more	0.9%	3.0%	1.7%	3.9%
College attended is student's:				
First choice	—	76.4%	—	74.8%
Second choice	—	18.4%	—	18.7%
Third choice	—	3.7%	—	4.3%
Less than third choice	—	1.5%	—	2.3%
Highest degree planned:				
None	2.3%	1.8%	1.9%	1.7%
Associate	10.9%	8.9%	7.1%	5.6%
Bachelor's	44.0%	37.5%	33.7%	35.4%
Master's	32.6%	32.1%	33.2%	32.4%
Ph.D. or Ed.D.	6.1%	8.0%	13.4%	9.4%
M.D., D.C., D.D.S., or D.V.M.	1.8%	5.5%	5.9%	7.0%
LL.B. or J.D.	0.4%	3.5%	2.2%	5.2%
B.D. or M. Div.	0.2%	0.4%	0.5%	0.8%
Other	1.9%	2.3%	2.1%	2.4%
Probable field of study:				
Arts and humanities				
Art, fine	10.4%	—	7.4%	—
Art, fine and applied	—	3.0%	—	1.5%
English	6.1%	1.2%	1.7%	0.6%
History, political science	5.0%	2.2%	7.2%	3.2%
History	—	0.4%	—	0.9%
Journalism	—	1.9%	—	1.3%
Language (except English)	—	0.7%	—	0.2%
Music	—	1.4%	—	1.4%
Philosophy	—	0.1%	—	0.2%
Speech	—	0.2%	—	0.1%
Theater and drama	—	1.0%	—	0.6%
Theology or religion	—	0.1%	—	0.4%
Other arts and humanities	—	0.7%	—	0.3%
Biological sciences	2.7%	3.9%	3.8%	4.3%
Biology (general)	—	1.6%	—	1.8%
Biochemistry, biophysics	—	0.4%	—	0.5%
Botany	—	0.1%	—	0.1%
Marine (life) science	—	0.4%	—	0.7%
Microbiology, bacteriology	—	0.4%	—	0.2%
Zoology	—	0.4%	—	0.4%
Other biological sciences	—	0.6%	—	0.6%
Business	12.5%	23.1%	19.1%	25.1%
Accounting	—	6.0%	—	6.3%
Business administration	—	5.5%	—	9.4%
Finance	—	0.4%	—	0.9%
Marketing	—	1.9%	—	1.8%
Management	—	2.8%	—	5.6%
Secretarial studies	—	5.2%	—	0.0%
Other business	—	1.3%	—	1.1%
Education	19.2%	12.5%	4.8%	3.6%
Business education	—	0.3%	—	0.1%
Elementary education	—	4.7%	—	0.3%
Music or art educaton	—	0.5%	—	0.2%
Physical ed., recreation	—	2.3%	—	2.2%
Secondary education	—	0.8%	—	0.5%
Special education	—	3.3%	—	0.2%
Other education	—	0.6%	—	0.1%
Engineering	0.4%	2.5%	18.0%	19.2%
Aeronautical	—	0.2%	—	1.8%
Engineering (continued)				
Civil	—	0.3%	—	2.2%
Chemical	—	0.5%	—	1.5%
Electrical or electronic	—	0.4%	—	6.2%
Industrial	—	0.2%	—	0.9%
Mechanical	—	0.3%	—	3.8%
Other engineering	—	0.6%	—	2.8%
Physical sciences	1.0%	1.8%	3.6%	3.9%
Astronomy	—	0.0%	—	0.1%
Atmospheric science	—	0.0%	—	0.2%
Chemistry	—	0.6%	—	1.1%
Earth science	—	0.2%	—	0.5%
Marine science	—	0.2%	—	0.4%
Mathematics, statistics	3.8%	0.6%	3.3%	0.7%
Physics	—	0.1%	—	0.7%
Other physical sciences	—	0.1%	—	0.2%
Professional				
Architecture, urban plan.	—	0.6%	—	1.8%
Home economics	—	1.4%	—	0.2%
Health professions (non-M.D.)	10.7%	—	1.5%	—
Health technology	—	3.4%	—	0.8%
Library or archival science	—	0.1%	—	0.0%
Nursing	—	6.8%	—	0.2%
Pharmacy	—	0.5%	—	0.5%
Pre-professional	2.3%	2.9%	9.4%	3.6%
Therapy (physical, etc.)	—	2.7%	—	0.4%
Other professional	—	1.7%	—	1.4%
Social Science				
Anthropology	—	0.1%	—	0.1%
Economics	—	0.3%	—	0.5%
Geography	—	0.0%	—	0.1%
Political science	—	1.8%	—	2.3%
Psychology, sociology, and anthropology	12.6%	4.4%	5.7%	1.6%
Psychology	—	3.7%	—	1.3%
Social work	—	2.8%	—	0.3%
Sociology	—	0.6%	—	0.2%
Other social sciences	—	0.3%	—	0.2%
Technical				
Building trades	—	0.0%	—	0.8%
Data processing, computer programming	—	1.6%	—	2.1%
Drafting or design	—	0.3%	—	1.0%
Electronics	—	0.1%	—	1.3%
Mechanics	—	0.0%	—	0.9%
Other technical	—	0.1%	—	0.7%
Other fields				
Agriculture and forestry	0.2%	—	3.7%	4.5%
Agriculture	—	1.3%	—	3.1%
Communications	—	1.7%	—	1.9%
Computer science	—	1.4%	—	2.1%
Forestry	—	0.4%	—	1.4%
Law enforcement	—	1.0%	—	2.0%
Military science	—	0.0%	—	0.2%
Other fields	—	1.7%	—	1.1%
Undecided	2.1%	5.6%	2.4%	3.9%
Probable career occupation:				
Accountant or actuary	—	5.8%	—	5.6%
Actor or entertainer	—	1.1%	—	0.9%
Architect or urban planner	—	0.8%	—	2.8%
Artist	—	2.1%	—	1.3%
Artist (including performer)	7.6%	—	4.3%	—
Business	3.6%	15.0%	16.9%	17.8%
Clerical	—	4.1%	—	0.4%
Executive	—	8.2%	—	11.6%
Proprietor	—	1.2%	—	4.5%
Salesperson, buyer	—	1.5%	—	1.3%
Clergy	0.3%	0.1%	1.4%	0.7%
Clinical psychologist	—	1.6%	—	0.5%
College teacher	0.8%	0.2%	1.3%	0.3%
Computer programmer, analyst	—	3.3%	—	4.7%
Conservationist or forester	—	0.7%	—	1.8%
Dentist or physician	1.3%	3.5%	4.9%	5.2%
Dentist	—	0.6%	—	1.2%
Dietitian or home economist	—	0.7%	—	0.1%
Engineer	0.3%	2.3%	14.5%	16.8%
Farmer or forester	0.2%	—	3.0%	—
Farmer or rancher	—	0.5%	—	2.0%
Foreign-service worker	—	0.6%	—	0.3%
Health professional (non-M.D.)	6.0%	—	2.7%	—
Homemaker (full-time)	—	0.4%	—	0.0%
Interior decorator	—	1.1%	—	0.1%
Interpreter, translator	—	0.3%	—	0.0%
Lab. technician or hygienist	—	2.7%	—	0.6%
Law enforcement officer	—	0.7%	—	1.7%
Lawyer or judge	0.8%	3.4%	5.6%	5.0%
Military service	—	0.3%	—	1.9%
Musician	—	1.1%	—	1.6%
Nurse	6.0%	7.0%	0.1%	0.2%
Optometrist	—	0.2%	—	0.3%
Pharmacist	—	0.6%	—	0.6%
Physician	—	2.9%	—	4.0%
Probable career occupation (continued):				
Research scientist	1.4%	1.3%	3.3%	2.4%
School counselor	—	0.4%	—	0.1%
School administrator	—	0.0%	—	0.0%
Social, welfare, or recreation worker	—	3.9%	—	0.6%
Statistician	—	0.1%	—	0.1%
Therapist (physical, etc.)	—	3.5%	—	0.6%
Teacher (elementary)	19.3%	7.0%	1.0%	0.5%
Teacher (secondary)	17.2%	3.0—	9.9%	2.1%
Veterinarian	—	1.4%	—	0.9%
Writer or journalist	—	2.7%	—	1.7%
Skilled trades	—	0.4%	—	2.7%
Other	—	8.9%	—	6.2%
Undecided	11.0%	11.4%	11.6%	9.4%

Student Background

	Women		Men	
	1969	1979	1969	1979
Age by December 31:				
16 or younger	0.1%	0.1%	0.1%	0.1%
17	4.8%	3.5%	3.1%	2.2%
18	79.3%	77.2%	70.0%	71.0%
19	10.6%	14.9%	17.0%	20.9%
20	1.3%	1.5%	2.7%	2.6%
21	0.6%	0.5%	1.3%	1.1%
Older than 21	3.3%	2.2%	5.8%	2.2%
Racial group				
White	90.0%	85.4%	91.6%	87.2%
Black	7.1%	10.1%	5.1%	8.2%
American Indian	0.3%	1.0%	0.3%	1.0%
Oriental	1.5%	1.2%	1.8%	1.6%
Mexican-American	—	1.2%	—	1.1%
Puerto Rican	—	1.0%	—	1.1%
Other	—	1.8%	—	2.2%
Religious preference:				
Protestant	50.8%	34.3%	48.0%	33.0%
Roman Catholic	30.2%	38.2%	28.9%	38.1%
Jewish	3.7%	3.5%	3.4%	3.8%
Other	4.8%	17.5%	4.5%	15.8%
None	10.6%	6.6%	15.3%	9.4%
Average grade in high school:				
A or A +	5.8%	10.8%	3.2%	7.5%
A –	10.7%	13.4%	6.3%	9.6%
B +	19.9%	21.7%	12.3%	16.8%
B	27.8%	28.1%	20.6%	25.8%
B –	14.5%	11.4%	16.6%	16.1%
C +	12.6%	8.9%	20.3%	14.8%
C	8.4%	5.4%	19.4%	9.0%
D	0.3%	0.2%	1.3%	0.5%
Type of secondary school:				
Public	83.4%	86.2%	83.7%	85.3%
Private, denominational	13.1%	10.9%	12.1%	11.2%
Private, nondenominational	2.9%	2.9%	3.5%	3.5%
Other	0.6%	—	0.8%	—
Remedial work needed in:				
English	—	10.1%	—	13.5%
Reading	—	4.6%	—	5.7%
Mathematics	—	24.2%	—	19.5%
Social studies	—	3.2%	—	2.3%
Science	—	11.4%	—	7.1%
Foreign language	—	8.1%	—	9.4%
Physically handicapped:				
No	—	97.5%	—	97.0%
Yes	—	2.5%	—	3.0%
Type of handicap:				
Hearing	—	9.1%	—	10.9%
Speech	—	2.3%	—	5.3%
Visual	—	38.5%	—	35.0%
Orthopedic	—	15.3%	—	17.2%
Learning disability	—	4.4%	—	4.9%
Other	—	14.3%	—	15.8%
Residence preferred in fall term:				
With parents or relatives	—	19.4%	—	21.9%
Other home or apartment	—	22.9%	—	25.9%
College dormitory	—	47.4%	—	40.5%
Fraternity or sorority	—	3.6%	—	5.0%
Other campus housing	—	4.0%	—	3.6%
Other	—	2.7%	—	3.2%

Student Finances

	Women		Men	
	1969	1979	1969	1979
Concern about financing college:				
No concern	33.0%	30.0%	35.2%	37.8%
Some concern	55.9%	53.9%	55.4%	49.4%
Major concern	11.1%	16.1%	9.4%	12.8%

# of First-Year College Students

national surveys of freshmen in 1969 and 1979

	Women		Men	
	1969	1979	1969	1979
Estimated parental income				
Less than $4,000	5.9%	4.8%	5.2%	3.4%
$4,000-$5,999	9.3%	4.2%	8.8%	3.2%
$6,000-$7,999	13.7%	4.2%	13.2%	3.5%
$8,000-$9,999	15.7%	4.8%	17.3%	3.7%
$10,000-$14,499	27.6%	16.0%	29.4%	14.3%
$15,000-$19,999	13.1%	13.4%	12.1%	14.5%
$20,000-$24,999	6.6%	15.9%	5.9%	17.3%
$25,000-$29,999	3.0%	9.7%	2.7%	10.8%
$30,000 or more	5.0%	26.9%	5.4%	29.3%
$30,000-$34,999	—	7.8%	—	8.6%
$35,000-$39,999	—	5.5%	—	5.6%
$40,000-$49,999	—	5.8%	—	6.2%
$50,000-$99,999	—	5.9%	—	6.7%
$100,000 or more	—	1.9%	—	2.2%
Major sources of support for college expenses:				
Personal savings or earnings	20.6%	—	36.0%	—
Parental or family aid	57.5%	—	42.9%	—
Repayable loan	14.1%	—	11.7%	—
Scholarship, grant, gift	18.4%	—	18.0%	—
Amount of parental aid:				
None	—	30.9%	—	33.3%
$1-$499	—	21.7%	—	20.2%
$500-$999	—	10.4%	—	11.0%
$1,000-$1,499	—	7.7%	—	8.4%
$1,500-$2,000	—	7.0%	—	6.6%
Over $2,000	—	22.2%	—	20.5%
From Basic Educational Opportunity Grant:				
None	—	67.2%	—	70.0%
$1-$499	—	10.3%	—	9.4%
$500-$999	—	10.4%	—	9.3%
$1,000-$1,499	—	7.5%	—	6.8%
$1,500-$2,000	—	3.7%	—	3.3%
Over $2,000	—	0.9%	—	1.2%
Applied for aid	—	46.6%	—	42.7%
Qualified for aid	—	34.7%	—	31.3%
From Supplemental Educational Opportunity Grant:				
None	—	92.9%	—	92.7%
$1-$499	—	3.6%	—	3.5%
$500-$999	—	2.1%	—	2.3%
$1,000-$1,499	—	0.9%	—	1.0%
$1,500-$2,000	—	0.3%	—	0.4%
Over $2,000	—	0.1%	—	0.2%
From state scholarship or grant:				
None	—	84.4%	—	85.5%
$1-$499	—	8.2%	—	7.3%
$500-$999	—	4.0%	—	3.8%
$1,000-$1,499	—	1.9%	—	1.8%
$1,500-$2,000	—	1.1%	—	1.0%
Over $2,000	—	0.5%	—	0.6%
From college grant:				
None	—	88.2%	—	89.2%
$1-$499	—	4.9%	—	4.1%
$500-$999	—	3.1%	—	2.7%
$1,000-$1,499	—	1.8%	—	1.7%
$1,500-$2,000	—	0.9%	—	0.9%
Over $2,000	—	1.1%	—	1.4%
From other private grant:				
None	—	92.5%	—	93.8%
$1-$499	—	4.1%	—	3.0%
$500-$999	—	1.8%	—	1.5%
$1,000-$1,499	—	0.8%	—	0.8%
$1,500-$2,000	—	0.4%	—	0.4%
Over $2,000	—	0.3%	—	0.5%
From federal guaranteed student loan:				
None	—	87.5%	—	86.0%
$1-$499	—	1.6%	—	1.9%
$500-$999	—	1.8%	—	2.2%
$1,000-$1,499	—	2.6%	—	2.7%
$1,500-$2,000	—	2.9%	—	2.9%
Over $2,000	—	3.5%	—	4.4%
Applied for aid	—	7.8%	—	9.6%
Qualified for aid	—	8.3%	—	10.3%
From National Defense Student Loan:				
None	—	91.9%	—	92.6%
$1-$499	—	2.6%	—	2.2%
$500-$999	—	2.4%	—	2.3%
$1,000-$1,499	—	1.8%	—	1.8%
$1,500-$2,000	—	0.7%	—	0.6%
Over $2,000	—	0.6%	—	0.6%
From college loan:				
None	—	96.8%	—	96.4%
$1-$499	—	0.9%	—	0.9%
$500-$999	—	0.7%	—	0.8%
$1,000-$1,499	—	0.7%	—	0.7%
$1,500-$2,000	—	0.5%	—	0.5%
Over $2,000	—	0.5%	—	0.7%
From other loan:				
None	—	96.4%	—	96.6%
$1-$499	—	0.8%	—	0.8%
$500-$999	—	0.7%	—	0.7%
$1,000-$1,499	—	0.7%	—	0.6%
$1,500-$2,000	—	0.6%	—	0.5%
Over $2,000	—	0.7%	—	0.7%
From college work-study program:				
None	—	87.3%	—	89.4%
$1-$499	—	6.3%	—	4.9%
$500-$999	—	4.8%	—	4.0%
$1,000-$1,499	—	1.3%	—	1.2%
$1,500-$2,000	—	0.2%	—	0.2%
Over $2,000	—	0.1%	—	0.2%
From part-time employment:				
None	—	76.5%	—	74.9%
$1-$499	—	17.5%	—	16.5%
$500-$999	—	4.2%	—	5.6%
$1,000-$1,499	—	1.0%	—	1.6%
$1,500-$2,000	—	0.3%	—	0.6%
Over $2,000	—	0.4%	—	0.8%
From full-time employment:				
None	—	98.3%	—	97.3%
Full-time employment (continued):				
$1-$499	—	0.8%	—	1.2%
$500-$999	—	0.4%	—	0.6%
$1,000-$1,499	—	0.2%	—	0.4%
$1,500-$2,000	—	0.1%	—	0.2%
Over $2,000	—	0.2%	—	0.5%
From summer employment:				
None	—	58.3%	—	55.7%
$1-$499	—	25.6%	—	21.3%
$500-$999	—	10.5%	—	12.7%
$1,000-$1,499	—	3.8%	—	6.0%
$1,500-$2,000	—	1.1%	—	2.3%
Over $2,000	—	0.6%	—	2.0%
From other savings:				
None	—	82.2%	—	81.9%
$1-$499	—	12.1%	—	11.1%
$500-$999	—	2.8%	—	3.3%
$1,000-$1,499	—	1.5%	—	1.5%
$1,500-$2,000	—	0.6%	—	0.7%
Over $2,000	—	0.8%	—	1.4%
From spouse:				
None	—	99.1%	—	99.3%
$1-$499	—	0.5%	—	0.3%
$500-$999	—	0.2%	—	0.1%
$1,000-$1,499	—	0.1%	—	0.1%
$1,500-$2,000	—	0.0%	—	0.0%
Over $2,000	—	0.1%	—	0.1%
From personal G.I. benefits:				
None	—	99.6%	—	98.7%
$1-$499	—	0.2%	—	0.4%
$500-$999	—	0.1%	—	0.2%
$1,000-$1,499	—	0.0%	—	0.2%
$1,500-$2,000	—	0.0%	—	0.1%
Over $2,000	—	0.1%	—	0.5%
From parent's G.I. benefits:				
None	—	98.8%	—	98.9%
$1-$499	—	0.6%	—	0.5%
$500-$999	—	0.2%	—	0.2%
$1,000-$1,499	—	0.1%	—	0.1%
$1,500-$2,000	—	0.1%	—	0.1%
Over $2,000	—	0.2%	—	0.2%
From Social Security benefits:				
None	—	94.1%	—	95.3%
$1-$499	—	3.1%	—	2.1%
$500-$999	—	1.0%	—	0.9%
$1,000-$1,499	—	0.7%	—	0.7%
$1,500-$2,000	—	0.5%	—	0.4%
Over $2,000	—	0.5%	—	0.7%
From other sources:				
None	—	96.6%	—	95.9%
$1-$499	—	1.5%	—	1.3%
$500-$999	—	0.6%	—	0.5%
$1,000-$1,499	—	0.3%	—	0.3%
$1,500-$2,000	—	0.2%	—	0.2%
Over $2,000	—	0.7%	—	1.9%

Student Attitudes

	Women		Men	
	1969	1979	1969	1979
Students' political views:				
Far left	2.2%	1.9%	3.8%	2.2%
Liberal	28.3%	22.0%	30.5%	23.1%
Middle of the road	47.3%	61.5%	42.2%	54.1%
Conservative	20.6%	14.0%	20.4%	19.4%
Far right	1.6%	0.7%	3.1%	1.2%
Students agree strongly or somewhat that:				
Colleges should regulate students off campus	19.1%	13.9%	20.4%	16.8%
Students should evaluate faculty	66.3%	70.7%	68.5%	70.4%
Colleges should regulate student publications	52.0%	41.2%	52.0%	39.3%
Colleges have a right to ban speakers	28.9%	23.8%	34.7%	27.6%
Marijuana should be legalized	22.4%	43.6%	28.1%	48.6%
The disadvantaged should receive preferential treatment	39.0%	37.5%	43.3%	39.0%
Capital punishment should be abolished	59.0%	40.7%	50.0%	28.0%
Criminals have too many rights	46.8%	57.0%	60.0%	68.1%
Abortion should be legal	74.1%	53.6%	77.9%	53.0%
Divorce laws should be liberalized	35.2%	46.0%	46.5%	51.6%
Government is not controlling pollution	—	84.1%	—	77.3%
Government is not protecting consumers	—	76.7%	—	70.8%
Federal government should discourage energy use	—	84.7%	—	80.6%
More money is needed to solve urban problems	—	48.4%	—	49.9%
They should not obey laws against their own views	—	31.0%	—	35.7%
Inflation is the biggest domestic problem	—	81.4%	—	78.6%
A national health care plan is needed	—	62.8%	—	59.0%
Energy shortages may cause a depression	—	88.2%	—	86.7%
Grading in high school is too easy	—	60.2%	—	59.9%
Living together before marriage is all right	—	38.0%	—	50.3%

	Women		Men	
	1969	1979	1969	1979
Student agrees strongly or somewhat that:				
Large families should be discouraged	—	41.1%	—	51.1%
Sex is okay if people like each other	—	33.7%	—	65.7%
Women should get job equality	—	96.1%	—	88.4%
Wealthy people should pay more taxes	—	68.5%	—	71.9%
Busing pupils for racial balance is okay	—	46.5%	—	41.5%
Homosexual relations should be prohibited	—	39.0%	—	56.2%
College grades should be abolished	—	14.1%	—	18.4%
Public colleges should adopt open admissions	—	34.3%	—	36.3%
The same degree standard should be used for all	—	76.6	—	78.7%
Objectives considered to be essential or very important:				
Achieve in a performing art	13.7%	13.6%	9.5%	10.9%
Be an authority in my field	54.3%	70.5%	62.9%	75.3%
Obtain recognition from peers	35.3%	49.8%	45.3%	54.7%
Influence political structure	12.0%	12.0%	19.6%	19.1%
Influence social values	37.1%	33.9%	31.5%	29.8%
Raise a family	77.8%	64.8%	66.5%	65.0%
Have administrative responsibility	16.4%	34.5%	29.8%	39.5%
Be very well-off financially	32.1%	56.7%	54.1%	69.1%
Help others in difficulty	75.0%	71.4%	58.2%	55.4%
Make theoretical contributions to science	5.5%	11.2%	14.0%	17.6%
Write original works	16.2%	13.8	11.8%	10.9%
Create works of art	21.2%	16.7%	11.3%	11.3%
Keep up with political affairs	49.8%	33.4%	52.5%	43.2%
Succeed in my own business	33.1%	42.5%	55.5%	55.9%
Develop a philosophy of life	85.8%	54.7%	78.5%	51.0%
Be involved in environmental cleanup	—	24.6%	—	27.6%
Promote racial understanding	—	35.0%	—	28.9%
Participate in community action	—	28.3%	—	23.5%

SOURCE: "THE AMERICAN FRESHMAN: NATIONAL NORMS FOR FALL, 1979," PUBLISHED BY AMERICAN COUNCIL ON EDUCATION AND UNIVERSITY OF CALIFORNIA AT LOS ANGELES.

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News Summary

Articles on inside pages

President Carter's budget for fiscal 1981 asks for major increases in research spending but cuts in student-aid programs. Stories on Page 11 and Fact-File on Pages 14-15.

Anti-draft rallies occurred on several campuses following President Carter's call for resumption of draft registration, but not all students oppose the idea. Story on Page 10.

Can one historically black and one predominantly white university merge to create a new institution acceptable to the traditional clienteles of both? Story on Page 3.

The public image of nurses has lagged behind their real responsibilities for providing health care, nursing educators say. Story on Page 9.

Princeton University is embroiled in a legal battle over its right to regulate political activities by outsiders on its campus. Story on Page 2.

A new computer system is being blamed for delays and errors in the admissions-test scores that the Educational Testing Service has been reporting to many law schools. Story on Page 7.

GI Bill benefits would increase 15 per cent under a bill passed by the Senate last week. Story on Page 13.

Some universities are reported to have offered their facilities as possible alternative sites for the summer Olympic games. Story on Page 6.

Japanese women can now take the entrance examinations at several colleges and universities previously closed to them. Story on Page 17.

"Fire in the Streets," political columnist Milton Viorst's look at the social disorder of the 1960's, is described in "Books" on Page 20.

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Research Gains, Loan Programs Lag in Carter's Higher-Education Budget

Spending for new Department of Education would total $15.5-billion in fiscal 1981

By Cheryl M. Fields

WASHINGTON

President Carter has asked Congress for approximately $18-billion for higher-education programs and related activities for fiscal 1981, about the same amount as was appropriated for the current fiscal year.

What he called his "prudent and responsible" budget for the 12 months beginning October 1 would continue a pattern of providing generous increases for research and development, while attempting to cut back on student-loan programs and support for health-professions schools and students.

The increased appropriations for many research programs would more than keep pace with the 8.6-per-cent inflation rate that Mr. Carter is predicting for fiscal 1981. Overall federal spending on basic research would climb 12 per cent, budget officials said, while research-and-development spending would rise 13 per cent. (See story, Page 11.)

Appropriations for many other higher-education programs, however, would not keep pace.

The budget of the new Department of Education would total $15.5-billion, if Mr. Carter got what he asked for last week. That would be about $1-billion, or 6.5 per cent, more than the $14.5-billion expected to be spent in the current fiscal year for the programs grouped in the new agency.

Education Secretary Shirley M. Hufstedler said, however, that her department's budget was particularly responsive "to the needs of the seriously disadvantaged."

Some $900-million of the $1-billion increase would go for the Education Department's portion of the President's proposed

Continued on Page 14, Column 3

CHRONICLE PHOTOGRAPH BY JOHN C. PHILLIPS

Shirley M. Hufstedler, Secretary of Education, presents 1981 budget.

Quake Damage Tops $2-Million at Nuclear Weapons Laboratory

LIVERMORE, CAL.

Officials at the Lawrence Livermore Laboratory are assessing the extent of damage done to their $341.5-million nuclear-weapons research facility by a recent series of earthquakes in this town about 30 miles southeast of San Francisco.

As of last week the estimate, which includes damage to a research building and a computer system, utility-line breaks, gas and water leaks, and a number of broken items, had reached more than $2-million, according to a spokesman for the laboratory. Damage to Livermore's facilities for whole-laser-fusion research—about 10 per cent of the laboratory's activities—accounted for half that amount, he said.

Two Earthquakes Seconds Apart

The nuclear-weapons research facility, which is managed by the University of California under a contract with the U. S. Department of Energy, experienced the first earthquake, which registered 5.5 on the Richter scale, on January 24. Another shock, registering 5.2 on the scale, followed seconds later. The effect of the two together was "like looking down the barrel of a gun," said the spokesman.

Aftershocks continued last week at the rate of two or three an hour. Scientists at the university's seismographic station in

Continued on Page 6, Column 1

SOURCE: U.S. GEOLOGICAL SURVEY
CHRONICLE MAP BY PETER H. STAFFORD

Dots indicate colleges and universities in or near California's earthquake-prone areas.

NOTE

ONLY THE FOLLOWING PAGES OF THIS PUBLICATION

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